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ABSTRACT

The Bethel Theological Seminary (St. Paul, Minnesota) sought to analyze the viability of the curriculum for ministers and persons in related occupations, and to consider an outcomes-based approach to curriculum restructuring. A model was developed to assess the effectiveness of seminary curricula in light of the realities of ministry among practicing clergy. Development of the model involved a survey to identify the tasks and time utilization of practicing clergy. Steps in the model included: develop cross-discipline agreement on outcomes to be sought; seek feedback from alumni, pastors, and denominational leaders; meet with pastors for integration focus group interaction; revise outcomes statements and develop a recommendation for faculty review; develop objectives, instructional strategies, and testing procedures to support the achievement of outcomes; implement the revised curriculum, test its effectiveness, and use evaluation data to refine the effectiveness of the core curriculum. The survey of 807 pastors, with 86% responding, gathered data on attitudes toward ministry and the functions of ministry. Factor analysis was used to determine the relative importance of categories of ministerial effectiveness, such as personal spiritual faith and integrity, outreach, counseling, and Christian compassion. Ministers also rated their level of involvement in counseling, preaching, evangelism, worship, education, administration, information, and personal development activities. (JDD)

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A BEHAVIORAL SCIENCE APPROACH TOWARD THE DEVELOPMENT OF CURRICULUM FOR THEOLOGICAL EDUCATION

A Paper Presented at the

Annual Meeting

of the

SOCIETY FOR THE SCIENTIFIC STUDY OF RELIGION

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A BEHAVIORAL SCIENCE APPROACH TOWARD THE DEVELOPMENT OF CURRICULUM FOR THEOLOGICAL EDUCATION

INTRODUCTION

Bethel Theological Seminary serves the constituency of the Baptist General Conference and other denominations. It houses a resident campus of approximately 400 students in St. Paul, Minnesota and another 100 students in San Diego, California. In the academic year 1984-1985, the leadership of the Seminary sought to review and analyze the viability of the curriculum for ministers and persons in related occupations for the Twenty-first Century. Although the seminary offers other advanced degrees, it was decided to study only the Master of Divinity Degree and recommend changes related to that degree. The Academic Programs Committee was assigned the responsibility to bring a recommendation to the entire faculty on an appropriate way to proceed. After a year of deliberation the committee recommended that the Seminary consider an outcomes-based approach to curriculum restructuring. The emphasis was placed upon thorough examination of the core courses, since the underlying assumption was that these courses form the bare essentials that all seminary graduates must have to perform their tasks in ministry. The peer group specification and review of outcomes and the survey research project were each designed to define and describe optimal professional responsibilities. Some of that work was handled first in the Academic Programs Committee and then through interchange among the committee, departments, and individual faculty members.

A model was developed to assess the effectiveness of seminary curricula in the light of the realities of ministry among practicing clergy. The faculty agreed to identify the outcomes that are needed by seminary graduates to perform their work in the field. It was agreed that each department would submit each of the core courses from its area for peer group examination and review. The core program includes only those courses that are required of all students in the pursuit of their M.Div. degree. They represent the bare minimum level of competency that is expected of all graduates of Bethel Theological Seminary. Completion of that task took about a year.

The leadership of the seminary agreed to sponsor an extensive survey approach to identify and describe the the tasks and time utilization of practicing clergy. To further refine the findings of the survey, the seminary brought together a series of focus groups to analyze further the survey findings and add interpretive understanding. The assumption was that this information would help to clarify the tasks that clergy undertake and assist in providing guidance for curriculum developers to produce a curriculum, that would be based upon the development of professional outcomes among students. The intent was to better prepare clergy persons to carry out their professional responsibilities. The faculty reconvened to

modify their original outcomes statements in the light of the survey data.

After completing the definition of the terminal outcomes, objectives were developed for each outcome statement. A professional outcome statement is a description of the behavior(s) that a person needs to acquire in order to conduct his/her professional responsibility in ministry effectively. It tends to be more holistic than the competency statements that were popular a decade ago. These statements provide a blueprint for the specification of strategies to achieve the objectives and ultimately the professional outcomes. Evaluation procedures are essential to this process. Evaluation is formative toward the end of developmentally affecting the student during the completion of his/her program of study. Evaluation is also summative toward assuring the quality of the Bethel Seminary graduate. The individual steps of the model are further described and elaborated in the text.

STEP #1: DEVELOP CROSS-DISCIPLINE AGREEMENT ON OUTCOMES TO BE SOUGHT.

The first step in the process drew upon the professional expertise of the faculty to identify outcomes that they felt should be included in the preparation of ministers. Each of the departments of the seminary were invited to describe the outcomes that they felt their department contributed to the preparation of clergy for ministry. The entire faculty was involved in this process and the work proceeded in faculty meetings during the course of the first year. Consensus about the outcomes was sought and agreed upon among all of the faculty. This step involved peer group review of the outcomes set by each department of the faculty. It provided opportunity to involve all of the faculty in the process of developing an outcomes-based approach to the curriculum and helped to familiarize them with the approach.

STEP #2: SEEK DELIBERATE FEEDBACK FROM ALUMNI, PASTORS, AND DENOMINATIONAL LEADERS.

The second step in this process was a deliberate effort to seek feedback from alumni, pastors and denominational leaders toward discovery of roles and functions in the ministry. This was accomplished by surveying the Bethel Seminary constituency. Similar to the experience of Union Seminary from Virginia, it appeared unlikely that Bethel would be able to elicit meaningful feedback on the plethora of outcomes per se. Ministers were perceived to be the experts in their church settings, while the faculty were not. By careful examination of roles and functions, Bethel faculty could discover the place of the outcomes in preparing men and women for ministry.

INSTRUMENTATION AND METHODOLOGY

Phase 1: The Questionnaire

The first phase was to develop items for the questionnaire to

be sent. This was a very time-consuming and difficult part of the process. Of particular help in this task was the volume, Milo L. Brekke, Merton P. Strommen, and Dorothy L. Williams, Ten Faces of Ministry: Perspectives on Pastoral and Congregational effectiveness Based on a Survey of 5000 Lutherans, (Minneapolis: Augsburg Publishing House, 1979). The author of this study wishes to acknowledge indebtedness for help in selecting and redeveloping items for the questionnaire to the writers of that volume.

Items were then submitted to the faculty of Bethel Seminary for their input. Suggestions were taken from the faculty and incorporated into the study wherever feasible. The results of that effort were carried to a small sample of persons, similar to those who would receive the questionnaire for a pretest of the questionnaire. With the immense size of the questionnaire, it was decided as a result of the pretest, to break the items into two separate questionnaires. Items were grouped according to attitudes toward ministry into one questionnaire, designated as Form 1 pastors' survey. Items, which focused upon functions of ministry, were grouped under the other questionnaire, designated as Form 2 pastors' survey.

The Survey Population

Concurrent with the development of the questionnaire, a mailing list for churches among the Bethel constituency was obtained. Pastors were invited to respond by returning a post card, indicating their willingness to participate in the study. A small gift was given to the respondents.

A total of 807 questionnaires were mailed to pastors. Since Bethel Seminary is the theological school of the Baptist General Conference, care was exercised to maintain balance between Baptist General Conference pastors and those of other denominations, along with a wide representation of geographical areas. A total of 86 percent responded. Following the completion of the survey, a test sampling of non-respondents of those who did not respond to the original letter was conducted. Every effort was made to encourage their completion of the questionnaire. The responses of the test sampling group were compared with the total sample population and no statistically significant differences were found on any of the items tested. A group of administrators from the Baptist General Conference also received questionnaires and no statistically significant differences appeared in the comparisons between that group and the total sample population. Three mailings were necessary to obtain the results achieved.

Basic Demographic Characteristics of Survey Population

By sex there were very few women among either of the groups of pastors, since the denominations surveyed have very few practicing women clergy. Representing the pastors' group less than 1 % were women. For the second pastors' survey only .3 percent were women. The disparity of men to women clergy is reflective of the Baptist General Conference. By marital status, over 95 % of the total sample were married at the time of the survey. By age, the percentage of persons 21 to 35, 36 to 50, and 51 to 65+ years were

approximately equal. The two pastors' groups were within 1 percentage point apart. By education only about 3 % of the pastors had not completed college. Over 80 percent of the pastors with graduate education from the Form 1 group and 100 percent of the pastors reporting on Form 2 of the questionnaire.

Church and Theological Characteristics

Each of the persons was asked to identify himself or herself in accordance with the theology that he or she held. Over 75 % of the pastors on both surveys indicated that they considered themselves as Evangelicals. Denominationally, the Baptist General Conference dominated with about half of the pastors. On church size the groups were divided into four groups that ranged in size from about 22 % under 100, 25 % 101 to 200, 25 % 201 to 350, and 28 % 351 and over.

Personal Religious Practice

In this final section two significant religious practices were compared among the groups. Frequency of Bible reading was identified as one of the major religious practices, particularly among those labeling themselves as Evangelicals. Among the pastors of both groups better than 80 % indicated that they read the Bible on a daily basis. Respondents were also asked to describe the length and frequency of their personal practice of prayer. Among the pastors more than 30 % indicated that they pray daily for more than half an hour. For 15 minutes to 1/2 hour the groups are approximately equal at about 37 % each. For less than 15 minutes the groups range from 28 % for the pastors on survey 1 and 25 % for the pastors on survey 2.

Phase 2: Questionnaire Analysis

A group of Bethel seminary students was employed throughout the summer to enter the data into the SYSTAT analytical statistical program. Every effort was made to assure quality control of the data entry process. Scanning the data and checking the questionnaires was done by a person other than the one who originally entered the data. The data input error rate did not exceed 2 percent.

Data were analyzed using the SYSTAT statistical program for group means and standard deviations of each of the sections. Crosstabulations and chi square statistics were computed for differences that existed among various populations identified by the demographic section of each questionnaire. The .05 level of significance was employed as the lowest acceptable difference. The data were further subjected to the SYSTAT factor analysis module to help reduce the number of items. An eigen value of 1.00 was used to assure quality of the data. Group means were calculated. The resulting factors provided the data for consideration of curriculum and continuing education needs. Focus group discussion, among pastors, constituted the final phase of the project.

RESULTS

On Form 1 the 187 ministry items were reduced to 36 factors, while on Form 2 the 90 task items were reduced to 23 factors, or a total of 59 factors. For each factor a grand mean was computed. An examination of Table 1 will identify and describe each factor

and its relative importance for categories of ministerial effectiveness.

TABLE 1
FACTORS IN CATEGORIES OF MINISTERIAL EFFECTIVENESS

Factor	Grand Mean
CATEGORY I: Personal Spiritual Faith and Integrity	
Factor 1: Exemplary Conduct Manifests life of personal integrity and commitment, guided by Biblical standards	4.699
Factor 2: Spirit-Guided Manifests life of faith in open dependence on the Spirit sustained by Scripture and prayer	4.433
Factor 3: Non-Defensive Attitude Openly acknowleges mistakes and evidences a willingness to learn	4.194
Factor 4: Enterprising Spirit Sees what needs to be done and goes about doing it in a quiet, confident spirit	3.966
CATEGORY II: Interpersonal Relationships	
Factor 1: Family Oriented Thoughtfully encourages close relationships in family and congregation	4.392
Factor 2: Socially Skilled Moves easily among many types of people with an attitude of wanting to learn from them	3.876
Factor 3: Warmly Sociable Mixes freely with a range of persons	3.341
CATEGORY III: Attitudes toward Personal Study Reflection and Personal Theological Integration	
Factor 1: Biblically Rooted Believes personally in the affirmation of the Scripture and in its authority	4.845
Factor 2: Intellectually Alert: Seeks to learn from books, people, and the Bible	4.223
Factor 3: Currently Informed Stays abreast of current developments in church, world and community	3.529
Factor 4: Scholarly Pastor Draws on scholarly resources to inform pastoral ministry	3.253

CATEGORY IV: Ministry of Leadership and Administration

Factor 1: Staff Leader 4.117
Relates well to staff by sharing authority and responsibility

Factor 2: Organizational Developer 4.090
Is skilled in helping a congregation plan its future and evaluate its past

Factor 3: Unifying Ministry 3.768
Involves God's people in facing conflict and arriving at good decisions

Factor 4: Ministry of Administration 3.626
Approaches administration and good management as a ministry

Factor 5: People-Oriented Procedures 2.563
Keeps track of people's involvement and reasons for dropping out

CATEGORY V: Ministry of Outreach, Evangelism and Both Foreign and Home Missions

Factor 1: Mission Orientation 4.184
Constantly challenges and encourages a mission spirit and concern for people at home and abroad

Factor 2: Relational Evangelism 3.982
Seeks to convey the Gospel through the warmth and fellowship of one's congregation

CATEGORY VI: Ministry of Worship

Factor 1: Biblical Interpreter 4.535
Assists people in applying the Bible to daily life so they experience the presence of God

Factor 2: Worship Sensitivity and Teacher 4.352
Guides people so they participate joyously and meaningfully in worship

Factor 3: Worship Fellowship Facilitator 3.899
Facilitates sense of the unity of the family of God in worship

CATEGORY VII: Preaching

Factor 1: Relevant Preacher 4.643
Proclaims Word effectively to change people's lives

Factor 2: Bible Student 4.028
Preaches sermons that reflect a careful study of Scriptures

Factor 3: Arresting Speaker 3.385
Holds people's attention and interest

CATEGORY VIII: Ministry of Education

Factor 1: Evangelically Oriented 4.089
Is intentional in seeking to promote spiritual growth among all ages

Factor 2: Supports Education Encourages varied efforts to develop a comprehensive education program	3.611
Factor 3: Exemplifies an Educator Incarnates the methods, attitudes and spirit of an educator	3.088
CATEGORY IX: Ministry of Counseling	
Factor 1: Biblically Oriented Counselor Counseling reflects a Biblical orientation and mission	4.245
Factor 2: Skillful Counselor Counsels sensitively as pastor knowing when to refer	4.242
Factor 3: Problem Counselor Counsels in ways that facilitate Christian wholeness and healing	3.993
Factor 4: Counsels as Pastor Can counsel people experiencing a range of problems	3.810
CATEGORY X; Ministry of Christian Compassion and Care	
Factor 1: Embodies Compassion Cares about the neglected and overlooked	3.712
Factor 2: Responsive to Special Needs Initiates ministry to those in stress or crisis situations	3.537
Factor 3: Socially Concerned Works actively in community and church to assist the oppressed and promote social justice	3.088

KEY TO UNDERSTANDING THE MEAN SCORES
4.51 to 5.00 = Absolutely Essential
3.51 to 4.50 = Very Important
2.51 to 3.50 = Desirable
1.51 to 2.50 = Nice to Have
0.51 to 1.50 = Insignificant
0.00 to 0.50 = Detrimental

On Form 2 the ministers were asked to rate their level of involvement in the 90 tasks that were listed on the survey form. Table 2 presents their perceived level of involvement. (Note that the scale is different from the items reported on Form 1). Essentially the factors that were discovered related to the ministers' assessment of their personal involvement in the task performance of particular professional behaviors. They differ from the first set of competencies in that the pastors in Form 1 were asked to assess the perceived importance of the items for the "ideal pastor."

TABLE 2
FACTORS IN FUNCTIONS OF MINISTERIAL INVOLVEMENT

Factor	Grand Mean
I. LEVEL OF INVOLVEMENT: COUNSELING ACTIVITIES	
Factor 1: Visitation Counseling Engages in visitation of members and non-members for pastoral concerns	3.415
Factor 2: Spiritual Direction Counseling Assists persons and groups by counseling for spiritual growth and development and problem resolution	3.404
Factor 3: Counseling for Specialized Needs Counsels persons who are experiencing specific problems in their lives	2.525
II. LEVEL OF INVOLVEMENT: PREACHING ACTIVITIES	
Factor 1: Preaching Preparation Prepares for preaching by effective study and organization of preaching resources	4.152
Factor 2: Use of Exegetical Training Exegetes Hebrew text of the Old Testament and Greek text of the New Testament	2.481
III. LEVEL OF INVOLVEMENT: EVANGELISM AND OUTREACH ACTIVITIES	
Factor 1: Evangelism/Discipleship Engages in evangelism and discipleship of members and non-members	3.142
Factor 2: Leadership in Missions Provides leadership in the missions' programs of the church	2.701
IV. LEVEL OF INVOLVEMENT: WORSHIP ACTIVITIES	
Factor 1: General Worship Functions Plans and leads effective worship services for the church	4.184
Factor 2: Educating in Worship Educates persons in the church to understand and lead worship experiences	3.536
Factor 3: Specific Worship Functions Plans and leads in corporate worship experiences in the church and related institutions	3.188
V. LEVEL OF INVOLVEMENT: EDUCATION ACTIVITIES	
Factor 1: Teaching Classes Prepares and teaches effectively in the church	3.733
Factor 2: Discipleship for Specific Ministries Engages in training and teaching specialized groups within the church community	3.198

Factor 3: Organizing and Administering Educational Functions 2.677
Engages in administrative role to direct educational ministries of the church
Factor 4: Support Ministries 2.200
Prepares the context and materials for teaching

VI. LEVEL OF INVOLVEMENT: ADMINISTRATION ACTIVITIES
Factor 1: Pastoral Duties 4.054
Carries out pastoral responsibilities in attendance at church functions and conducting pastoral activiites
Factor 2: Motivational Activities 3.713
Guides the church in identifying purpose, goals, and objectives
Factor 3: Administrative Details 2.587
Engages in administrative activities and oversight of the church operation
Factor 4: Church Financial Operations 2.342
Controls and manages budgeting and financial operations of the church

VII. LEVEL OF INVOLVEMENT: INFORMATIONAL ACTIVITIES
Factor 1: Church Publicity 3.182
Prepares and informs church community about activities of church life
Factor 2: Support Services 2.946
Provides secretarial services for church events and activities

VIII.LEVEL OF INVOLVEMENT: PERSONAL DEVELOPMENT ACTIVITIES
Factor 1: Continuing Education 3.663
Develops personal knowledge, skills, and abilities by engaging in continuing education for pleasure and growth
Factor 2: Pastoral Study and Prayer 3.502
Engages in biblical study and prayer toward conduct of ministry
Factor 3: Personal Growth Activities 3.352
Attends professional events and engages in recreational activities for personal improvement

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KEY TO UNDERSTANDING THE MEAN SCORES
4.51 to 5.00 = Greatest Level of Involvement
3.51 to 4.50 = High Level of Involvement
2.51 to 3.50 = Moderate Level of Involvement
1.51 to 2.50 = Low Level of Involvement
1.00 to 1.50 = Least Level of Involvement

On Form 2 the pastors were also asked to rate their perceived level of preparation against their perceived level of involvement in the activities listed. Using the same configuration of activities, isolated by the factor analysis of the activities, the results may be found in Appendix F. The grand mean of each of the factors was compared with the perceived level of preparation. The difference by subtracting the involvement mean score from the preparation mean score provides an indicator of the perceived level of need for the cluster of items represented in the factor. They are ranked from the highest level of need to the two factors in which the level of preparation was perceived to be greater than their use of the items represented by the factor. This is one indicator of need and must be balanced against other factors.

PERCENT OF TIME SPENT IN MINISTRY-RELATED ACTIVITIES

From Form 2 of the survey, the perceived percentages of actual time spend on particular roles was estimated. For comparative purposes, ministers were asked to also estimate the percentage of time that they would like to spend carrying out the activity. The results of these analyses are presented in Table 3.

TABLE 3

Estimated Actual Time Spent in Tasks of Ministry in Order of Time Spent

		ESTIMATED ACTUAL %	ESTIMATED DESIRED %
1.	Administrator Role, including committees	19.634	11.359
2.	Preaching Role	18.810	18.772
3.	Personal Study	13.350	15.056
4.	Pastoral Care/Counseling Role	11.319	10.157
5.	Teaching Role	11.080	11.402
6.	Evangelism/Visitation Role	9.916	12.075
7.	Personal Prayer	5.883	9.383
8.	Pastoral Functions Role, i.e. weddings, funerals, etc.	4.613	4.141
9.	Service to the Community	3.408	3.460

STEP #3: MEET WITH SELECTED PASTORS FOR INTEGRATION FOCUS GROUP INTERACTION.

Step #3 involved bringing together selected pastors to the Seminary campus to interact with the survey data and the faculty for the purpose of integrating the findings, i.e. the faculty-produced outcomes document and the field-generated roles and functions research data. Over 72 pastors and all of the district executive ministers of the Baptist General Conference participated. Two of the groups were composed of non-Baptist General Conference pastors as well. Together, faculty and pastors explored the meaning of the data that would assist the Seminary to better prepare students for ministry and they examined the best structure for accomplishing the instructional task. As collegues, ministers and Seminary professors worked toward this common goal. The focus group interactions took place during Bethel Founders' Week in January 1988. Each group session lasted for a period of two hours and three groups met each day for 3 days.

From the focus group data two areas were added to the survey data. Multicultural concerns were stressed by the focus groups, particularly as Americans view the Twenty-first Century and the growth of greater diversity among the population. The importance of educating future clergy to minister in diverse cultural and racial situations was raised as an important task for the seminary. Along with the multicultural emphasis, computer literacy and utilization of technology were identified as an important task for the seminary. Appearing among the questionnaire data was the concern for spiritual formation and personal spiritual growth; this task was given heightened emphasis than was true for the survey data. In addition the focus group interaction provided greater understanding of the issues that were raised by the survey data.

STEP #4: REVISE OUTCOMES STATEMENTS AND DEVELOP A RECOMMENDATION FOR FACULTY REVIEW--ACADEMIC PROGRAMS COMMITTEE.

The next step was to bring together the results of the collective understanding of faculty, clergy, and laity in order to work toward achieving a curriculum that would have balance and to develop harmony and consensus within the faculty. Armed with this wealth of data that only the pastors could provide, the task for the faculty was to take the outcomes developed by each department in step #1 and proceed to revise the outcomes statements in line with the additional data. Additional help in refining the outcomes and prioritizing them is found in the relative importance of the factors that help define the outcomes. See Appendix A and Appendix B for rank ordering the factors as a measure of relative importance placed upon the items identified. Added to the factors were the multicultural concerns, the importance of the use of technology, and spiritual formation, that resulted from the focus group interaction. A structure for the courses and a core program was developed that would meet perceived needs among the Bethel constituency. This was sent to the Academic Programs Committee to

integrate the survey findings and further refine the departmental outcome statements that were approved by peer review in the first step of the process. The committee serves to facilitate the blending of this new data with the outcomes statements and the information generated by the questionnaire and focus groups studies, with the peer-generated statements.

STEP #5: DEVELOP OBJECTIVES, INSTRUCTIONAL STRATEGIES, AND TESTING PROCEDURES TO SUPPORT THE ACHIEVEMENT OF OUTCOMES.

Once the outcomes statments have been agreed upon, it is necessary to develop objectives that will lead to the achievement of the professional outcomes that the faculty had agreed upon. Strategies for the instructional procedures and the curricular resources are identified from the objectives. Testing procedures provide a basis for the evaluation of each of the objectives. For an example of the continuation of the process in a Christian education course outcome statement on teaching, see Appendix C. Notice that objectives are defined in the cognitive/skill areas, as well as the affective domain. These are developed for each of the core courses in the curriculum.

At the end of the student's seminary career, he/she is given a comprehensive examination that will provide outcomes assessment for the seminary program. Not all of the outcomes will be tested through a comprehensive examination, since some of them do not lend themselves to paper and pencil format. Documentation from the student's internship file and the developmental testing program throughout the seminary career will assist in the assessment of the outcomes. The benefits of this approach are two-fold: to provide accountability for the student and to provide quality-control for the seminary.

STEP #6: IMPLEMENT THE REVISED CURRICULUM, TEST ITS EFFECTIVENESS, AND USE EVALUATION DATA TO REFINE THE EFFECTIVENESS OF THE CORE CURRICULUM.

After the completion of the planning, the curriculum is placed in effect. But the task of sharpening the program to fulfill its goals continues. The evaluation data that is generated through the assessment of outcomes provides feedback data for the faculty to further refine the core curriculum to achieve better results among the graduates. Further testing will be conducted among graduates to examine their professional understanding and effectiveness and ultimately to affect quality control of the program.

APPENDIX A
RANKED FACTORS IN CATEGORIES OF MINISTERIAL EFFECTIVENESS

Factor/Category		Grand Mean
Factor 1/III:	Biblically Rooted	4.845
Factor 2/I:	Exemplary Conduct	4.699
Factor 3/VII:	Relevant Preacher	4.643
Factor 4/VI:	Biblical Interpreter	4.535
Factor 5/I:	Spirit-Guided	4.433
Factor 6/II:	Family Oriented	4.392
Factor 7/VI:	Teacher of Worship	4.352
Factor 8/IX:	Biblically Oriented Counselor	4.245
Factor 9/IX:	Skillful Counselor	4.242
Factor 10/III:	Intellectually Alert:	4.223
Factor 11/I:	Non-Defensive Attitude	4.194
Factor 12/V:	Mission Orientation	4.184
Factor 13/IV:	Staff Leader	4.117
Factor 14/IV:	Organizational Developer	4.090
Factor 15/VIII:	Evangelically Oriented	4.089
Factor 16/VII:	Bible Student	4.028
Factor 17/IX:	Problem Counselor	3.993
Factor 18/V:	Relational Evangelism	3.982
Factor 19/I:	Enterprising Spirit	3.966
Factor 20/VI:	Worship Fellowship Facilitator	3.899
Factor 21/II:	Socially Skilled	3.876
Factor 22/IX:	Counsels as Pastor	3.810
Factor 23/IV:	Unifying Ministry	3.768
Factor 24/X:	Embodies Compassion	3.712
Factor 25/IV:	Ministry of Administration	3.626
Factor 26/VIII:	Supports Education	3.611
Factor 27/X:	Responsive to Special Needs	3.537
Factor 28/III:	Currently Informed	3.529
Factor 29/VII:	Arresting Speaker	3.385
Factor 30/II:	Warmly Sociable	3.341
Factor 31/III:	Scholarly Pastor	3.253
Factor 32/VIII:	Exemplifies an Educator	3.088
Factor 33/X:	Socially Concerned	3.088
Factor 34/IV:	People-Oriented Procedures	2.563

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APPENDIX B
RANKED FACTORS IN FUNCTIONS OF MINISTERIAL INVOLVEMENT

Factor/Category		Grand Mean
Factor 1/IV:	General Worship Functions	4.184
Factor 2/II:	Preaching Preparation	4.152
Factor 3/VI:	Pastoral Duties	4.054
Factor 4/V:	Teaching Classes	3.733
Factor 5/VI:	Motivational Activities	3.713
Factor 6/VIII:	Continuing Education	3.663
Factor 7/IV:	Educating in Worship	3.536
Factor 8/VIII:	Pastoral Study and Prayer	3.502
Factor 9/I:	Visitation Counseling	3.415
Factor 10/I:	Spiritual Direction Counseling	3.404
Factor 11/VIII:	Personal Growth Activities	3.352
Factor 12/V:	Discipleship for Specific Ministries	3.198
Factor 13/IV:	Specific Worship Functions	3.188
Factor 14/VII:	Church Publicity	3.182
Factor 15/III:	Evangelism/Discipleship	3.142
Factor 16/VII:	Support Services	2.946
Factor 17/III:	Leadership in Missions	2.701
Factor 18/V:	Organizing and Administering Educational Functions	2.677
Factor 19/VI:	Administrative Details	2.587
Factor 20/I:	Counseling for Specialized Needs	2.525
Factor 21/II:	Use of Exegetical Training	2.481
Factor 22/VI:	Church Financial Operations	2.342
Factor 23/V:	Support Ministries	2.200

KEY TO UNDERSTANDING THE MEAN SCORES

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APPENDIX C
AN EXAMPLE OF ONE OF FIVE OUTCOMES IN CHRISTIAN EDUCATION

Outcome Statement 5: The graduate should have the ability to apply the skills of teaching, leading and directing people in the educational functions of the church.

OBJECTIVE:	STRATEGIES:	EVALUATION:
The graduate should be able to:	Instructor shall employ the following strategies:	Proposals for evaluating student performance:
Cognitive/Skill:		
1. describe the ability to teach effectively in the context of the church.	microteaching experiences and field work experience	self-evaluation form
2. identify and describe the agencies for conducting the educational work of the local church.	lecture, transparencies and notebook resource materials	paper and pencil test, identifying the educational ministries of the church
3. identify and describe the administrative tasks (e.g., planning, organizing, staffing, etc.) for effectively managing C. E. ministries.	lecture, transparencies and notebook resources	paper and pencil test, identifying appropriate administrative procedures
4. describe the make-up and work of the Board of C.E.	lecture, transparencies, notebook resource materials	paper and pencil test, identifying the composition and work of the Board
5. plan and organize a Board of Chris. Education.	notebook examples and descriptions	develop a project plan for a discussion group
6. formulate a plan for agencies of Christian education.	notebook examples and descriptions	develop a plan for the educational agencies
7. evaluate	lecture and	self-test of

personal skills of leadership.	discussion	leadership skills and style
8. demonstrate that he/she can carry out administrative skills and teaching skills in C. E. ministries.	field education situations	church lay evaluation group with checklist
<u>Affective:</u>		
1. express positive attitudes toward interpersonal relationships among group members of small discussion groups.	case studies and role play in interpersonal relationships through working together during quarter	evaluations by members of small discussion groups
2. demonstrates positive attitudes toward persons in their lay internship situations.	field education situations	church lay evaluation group with appropriate checklist

APPENIX D
CATEGORIES OF MINISTERIAL EFFECTIVENESS

PASTORS

CATEGORY I: Personal Spiritual Faith and Integrity

Item	Factor Loading	Mean Score
Factor 1: Exemplary Conduct		
g. Is guided by biblical standards for faith and conduct	.760	4.799
r. Demonstrates personal integrity when pressured to compromise	.577	4.529
e. Models life of commitment to Christ and encourages others to do same	.553	4.769
Grand Mean		4.699
Factor 2: Spirit-Guided		
p. Spends time in devotional study of Scripture and meditation	.768	4.502
q. Demonstrates openness to the guidance of the Holy Spirit	.728	4.512
k. Is guided by prayer prior to decision-making	.690	4.364
i. Has sensed and continues to sense a Divine call to ministry	.575	4.290
h. Practices intercessory prayer	.526	4.495
Grand Mean		4.433
Factor 3: Non-Defensive Attitude		
a. Acknowledges mistakes willingly	.709	4.269
b. Does not shirk tasks that seem distasteful	.646	3.973
f. Exhibits openness and honesty in church and community	.614	4.488
c. Is teachable	.581	4.507
o. Shows awareness of personal emotional and physical limitations	.517	3.833
j. Demonstrates an attitude of humility and does not demand public acclaim for service to others	.517	4.095
Grand Mean		4.194

Factor 4: Enterprising Spirit		
n. Is a self-starter and can work effectively, independently of others	.754	3.997
t. Seeks to try new ways and methods of doing things	.676	3.422
s. Exhibits self-control under pressure	.560	4.164
m. Shows maturity in evaluating personal life	.529	4.051
l. Demonstrates the inner peace of God	.514	4.195
Grand Mean		3.966

CATEGORY II: Interpersonal Relationships

Item	Factor Loading	Mean Score
Factor 1: Family Oriented		
a. Schedules adequate time for family life with spouse and children	.745	4.456
b. Relates effectively to spouse	.672	4.549
k. Helps to encourage a church climate of love and friendship	.545	4.272
l. Tries to develop a climate of genuine trust and forgiveness	.515	4.289
Grand Mean		4.392
Factor 2: Socially Skilled		
f. Relates well to persons of both sexes	.782	3.830
g. Relates well to persons of different cultures	.747	3.354
e. Learns from the suggestions and criticism of other persons	.631	4.041
d. Encourages others to share the work of ministry	.579	4.174
c. Demonstrates a genuine love and sensitivity for other persons	.508	4.314
h. Keeps eye contact in conversation with persons	.497	3.541
Grand Mean		3.876
Factor 3: Warmly Sociable		
j. Enters into work and play with members of the congregation	.680	3.439
o. Works cooperatively with leaders in the denomination	.672	3.313
p. Works cooperatively with persons from related professions	.671	3.099
m. Enjoys friends within the congregation	.610	3.292

n. Encourages wide participation in group discussion	.610	3.459
i. Shows good sense of humor	.608	3.446
Grand Mean		**3.341**

CATEGORY III: Attitudes toward Personal Study Reflection and Personal Theological Integration

Item	Factor Loading	Mean Score
Factor 1: Biblically Rooted		
h. Affirms the authority of the biblical text	.875	4.788
b. Believes in the resurrection of Christ and the ultimate triumph of God	.823	4.901
Grand Mean		**4.845**
Factor 2: Intellectually Alert		
a. Remains intellectually alert by reading and studying	.721	4.257
g. Is open to insights from members of the congregation	.645	4.065
d. Is able to interpret both the Old and New Testaments	.603	4.348
Grand Mean		**4.223**
Factor 3: Currently Informed		
j. Is knowledgeable of own church polity and denominational governance	.735	3.751
i. Shows awareness of local, national and world news	.662	3.532
n. Augments personal knowledge through participation in workshops and conf.	.620	3.562
l. Strengthens pastoral skills through continuing education	.563	3.730
o. Integrates denominational history with the broader Christian heritage	.546	3.068
Grand Mean		**3.529**
Factor 4: Scholarly Pastor		
q. Studies church history as it relates to church ministry	.774	2.857
p. Uses original languages in personal Bible study	.714	2.856
m. Knows and can evaluate trends in theology	.639	3.253

e. Is able to interpret the historical movements of the church	.633	3.485
k. Understands the roots of theological beliefs	.618	3.486
c. Grapples with current theological issues and movements	.547	3.579
Grand Mean		3.253

CATEGORY IV: Ministry of Leadership and Administration

Item	Factor Loading	Mean Score
Factor 1: Staff Leader		
j. Establishes good working relationships with staff	.848	4.373
m. Holds weekly staff meetings and is easily accessible to staff	.776	3.876
k. Delegates authority as well as responsibility	.550	4.188
l. Keeps the congregation informed	.511	4.031
Grand Mean		4.117
Factor 2: Organizational Developer		
a. Provides leadership in organizing the church toward effective ministry	.828	4.208
b. Provides leadership in the development of church mission and goal statements	.772	4.102
c. Provides leadership in assessing the effectiveness of programs in the church	.754	3.959
Grand Mean		4.090
Factor 3: Unifying Ministry		
h. Practices the priesthood of believers and encourages others to do likewise	.758	4.140
g. Facilitates discussion of controversial issues	.695	3.090
i. Works with church board to establish fair policies for church employees	.529	3.616
d. Manages conflict effectively	.487	4.181
Grand Mean		3.768

Factor 4: Ministry of Administration		
t. Maintains a sense of order and decorum in business sessions	.739	3.702
q. Attempts to recruit and assist others to be involved in the ministry	.730	4.048
s. Places persons ahead of programs in the ministry of the church	.724	4.187
u. Leads in developing job descriptions for persons and committees in the ch.	.715	3.214
n. Improves personal management skills through reading and workshops	.699	3.521
o. Provides for coordination of programs through the church scheduling calendar	.687	3.466
r. Is able to function as a change agent within the congregation	.670	3.772
p. Demonstrates skill in church financial management	.648	3.100
Grand Mean		3.626
Factor 5: People-Oriented Procedures		
e. Maintains an effective record system for attendance and giving	.780	2.806
f. Develops a procedure for determining why people leave the church	.629	3.120
Grand Mean		2.563

CATEGORY V: Ministry of Outreach, Evangelism and Both Foreign and Home Missions

Item	Factor Loading	Mean Score
Factor 1: Mission Orientation		
d. Encourages interest and support in world missions	.866	4.179
e. Fosters strategies toward outreach, evangelism and church growth	.797	4.149
i. Encourages the church to be strongly committed to both home and foreign miss.	.788	4.301
f. Encourages the church to have a deep concern for the lost	.766	4.479
g. Encourages persons toward baptism and local church membership	.693	4.010
c. Leads the church in evangelism	.691	3.986
Grand Mean		4.184

Factor 3: Worship Fellowship Facilitator		
n. Leads funeral services in a manner that acknowledges personal and corporate grief and provides hope	.731	4.254
o. Conducts weddings in a manner that celebrates the blessing of God	.730	4.168
p. Facilitates a meaningful experience of worship for children and teens	.720	3.780
t. Selects appropriate and helpful music and hymns	.709	3.653
s. Leads public prayer with dignity and poise	.674	3.813
w. Integrates announcements and offering in a manner that does not distract from the experience of worship	.637	3.656
r. Assists members to worship through personal and financial stewardship	.602	3.889
l. Guides members into a rich worship experience	.564	4.168
u. Has a plan for preaching ministry	.554	3.952
x. Seeks to improve the quality of worship	.542	4.241
q. Encourages members to assist in evaluation of worship	.517	3.326
m. Guides worship experiences with dignity and decorum	.510	3.891
Grand Mean		**3.899**

CATEGORY VII: Preaching

Item	Factor Loading	Mean Score
Factor 1: Relevant Preacher		
a. Proclaims the Word to help people experience conviction, repentence and God's grace	.805	4.676
b. Preaches biblically in a manner that reflects real life experiences	.795	4.610
Grand Mean		4.643
Factor 2: Bible Student		
g. Understands historical, literary context of a biblical text	.839	4.097
h. Investigates meaning of key biblical words	.780	4.097
f. Preaches from Old Testament texts	.690	3.890
Gramd Mean		4.028
Factor 3: Arresting Speaker		
c. Has resonant voice and is able to read and enunciate clearly in pub. worship	.732	3.447
l. Makes the history of the Christian church come alive through preaching	.716	3.290
i. Uses current biblical literature, i.e. Journal of Biblical Literature	.705	2.962
j. Uses historical illustrations in preaching	.593	3.048
d. Is able to maintain congregational interest in preaching	.483	4.172
Grand Mean		3.385

CATEGORY VIII: Ministry of Education

Item	Factor Loading	Mean Score
Factor 1: Evangelically Oriented		
q. Encourages the teachers to provide opportunities for children and adults to find Christ as Savior and Lord	.773	4.318
o. Encourages all members to find adequate opportunities for Bible study	.665	4.096
j. Encourages youth to actively seek God's guidance	.623	4.186
x. Improves opportunities for exercising spiritual gifts	.598	3.952
p. Encourages the teachers to help people become assimiliated into the church	.588	3.894
Grand Mean		4.089
Factor 2: Supports Education		
i. Provides recognition for members who have participated in educational ministries of the church	.731	3.596
m. Supports specialized ministries both within and outside of the church	.695	3.284
h. Supports the educational programs of the church	.675	4.107
k. Encourages teachers to use newer educational techniques and methods	.645	3.479
n. Seeks to coordinate a balanced and comprehensive educational curriculum	.632	3.588
Grand Mean		3.611
Factor 3: Exemplifies an Educator		
e. Demonstates the role of an effective teacher of the Christian faith	.722	4.089
a. Helps the congregation to assess the educational needs of the church	.713	3.729
c. Challenges and teaches children, adoles. and adults to practice their faith	.682	4.045
b. Develops goals for a personal teaching ministry	.651	3.763
d. Fosters the call of God toward church-related vocations	.513	3.713
Grand Mean		3.088

CATEGORY IX: Ministry of Counseling

Item	Factor Loading	Mean Score
Factor 1: Biblically Oriented Counselor		
n. Uses the Scripture in counseling	.812	4.210
b. Uses biblical insights in counseling	.754	4.387
q. Has developed a theological position on divorce, abortion, etc. and is able to present it appropriately	.630	4.113
d. Confronts members, lovingly but firmly, who are living in known sin	.623	4.131
c. Counsels persons who confess their sins to find God's forgiveness and to amend the situation	.568	4.384
Grand Mean		4.245
Factor 2: Skillful Counselor		
a. Knows how and when to refer people to others for counseling	.765	4.357
h. Empathizes with others, but seeks not to become part of the problem	.633	4.105
m. Presents the Chr. faith to the counselee, but does not demand or manipulate	.559	4.263
Grand Mean		4.242
Factor 3: Problem Counselor		
j. Is able to counsel persons preparing for marriage	.679	4.110
k. Is able to counsel persons who are experiencing problems with marriage, singleness, sexuality, etc.	.658	3.897
i. Assists grieving persons	.652	4.288
l. Confronts problems with integrity and honesty	.609	4.404
f. Confronts persons who gossip	.458	3.612
e. Seeks to mediate between parents and young people who are estranged	.436	3.648
Grand Mean		3.993

Factor 2: Relational Evangelism		
a. Confronts all persons with the gospel message	.936	3.798
b. Helps visitors to experience the warmth and fellowship of the church	.542	4.166
Grand Mean		3.982

CATEGORY VI: Ministry of Worship

Item	Factor Loading	Mean Score
Factor 1: Biblical Interpreter		
i. Proclaims the Word of God with conviction	.783	4.729
v. Invites persons to accept Jesus Christ as Savior	.692	4.382
h. Assists members of the congregation to apply the biblical insights to their everyday life	.581	4.495
Grand Mean		4.535
Factor 2: Worship Sensitivity and Teaching		
f. Helps people apply the Bible in the moral and ethical sphere	.740	4.493
c. Tries to assist the congregation to sense their unity of faith in worship	.725	4.176
e. Interprets the Scripture in ways that are understandable to the modern mind	.714	4.569
d. Assists the congregation to experience the holiness of God in worship exp.	.711	4.331
g. Helps members of the congregation exper. the presence of the Living Christ	.692	4.486
b. Tries to facilitate the sense of the family of God among members of congreg.	.651	4.245
k. Teaches members the meaning of worship	.510	4.166
Grand Mean		4.352

Factor 4: Counsels as Pastor		
r. Is effective in developing a support system to counselees	.717	3.666
p. Understands the major approaches to counseling and pastoral care	.712	3.601
t. Counsels in Christian understanding of wholeness and healing	.688	3.931
s. Engages in counseling others toward spiritual growth	.647	4.041
Grand Mean		3.810

CATEGORY X; Ministry of Christian Compassion and Care

Item	Factor Loading	Mean Score
Factor 1: Embodies Compassion		
c. Is available "on call" for crisis situations	.799	4.154
d. Demonstrates care and concern for persons who are normally condemned by soc.	.708	3.774
e. Seeks to help persons who are outside the care of normal welfare channels	.706	3.280
b. Is able to provide needed help to persons in hospitals, funeral homes, mental hospitals, handicapped residences and nursing homes	.548	3.640
Grand Mean		3.712
Factor 2: Responsive to Special Needs		
m. Helps persons who are preparing for retirement	.697	3.052
o. Seeks to involve isolated persons in the congregation	.673	3.486
k. Seeks to involve the church in specific ministries, such as single parents, singles, etc.	.669	3.515
l. Provides resources for those in stress	.632	3.532
p. Leads congregation to assist those in crisis situations	.585	3.566
q. Encourages those experiencing marital difficulties toward reconciliation	.585	4.092
Grand Mean		3.537

Factor 3: Socially Concerned

s. Leads the congreg. to care about minority and oppressed groups in society	.804	3.241
u. Seeks to work through the political process to meet the needs of oppressed persons	.792	2.698
r. Leads the church toward alleviation of world hunger	.779	3.065
h. Works to strengthen the racial integration of the community	.731	3.007
t. Helps the church become involved in political concerns from a biblical perspective	.726	3.149
g. Informs congregation on community needs	.639	3.215
f. Works actively to foster justice for all persons in the society	.624	3.215
j. Shows understanding of economic and political forces	.526	3.116
Grand Mean		3.088

APPENDIX E
FACTORS IN FUNCTIONS OF MINISTERIAL INVOLVEMENT

INVOLVEMENT: COUNSELING ACTIVITIES

Item	Factor Loading	Mean Score
Factor 1: Visitation Counseling		
n. Engage in visitation of ill and hospitalized	.785	3.875
m. Engage in pastoral visitation of church members	.711	3.621
k. Engage in counseling persons who are physically/ terminally ill	.690	2.727
g. Engage in counseling persons experiencing grief	.572	3.436
Grand Mean		3.415
Factor 2: Spiritual Direction Counseling		
o. Engage in counseling others for spiritual growth	.796	3.592
j. Engage in counsel. persons with spiritual problems	.756	3.619
h. Engage in counseling persons/groups for church-related problems	.640	3.000
Grand Mean		3.404
Factor 3: Counseling for Specialized Needs		
a. Engage in counsel. persons with alcohol/drug prob.	.735	2.157
b. Engage in counsel. persons who are emotionally ill	.717	2.481
c. Engage in counsel. persons with sexual problems, i.e. VD, AIDS, abuse	.655	1.920
d. Engage in counsel. persons/couples with marital difficulties	.597	3.491
l. Minister to the poor, needy and victims of social neglect	.562	2.240
e. Engage in counseling single persons, i.e. never married, divorced, widowed, etc.	.510	2.860
Grand Mean		2.525

INVOLVEMENT: PREACHING ACTIVITIES		
Item	**Factor Loading**	**Mean Score**
Factor 1: Preaching Preparation		
f. Engage in preparation of outline, conclusion, illustrations, etc.-for preaching	.758	4.274
e. Engage in use of commentaries and other lexical aids for preaching	.706	4.216
d. Study English biblical text for preaching	.688	4.428
a. Planning sermon topics/titles for quarter, year,etc	.496	3.689
Grand Mean		4.152
Factor 2: Use of Exegetical Training		
b. Exegete Hebrew Old Testament text for preaching	.883	2.049
c. Exegete Greek New Testament text for preaching	.843	2.912
Grand Mean		2.481

INVOLVEMENT: EVANGELISM AND OUTREACH ACTIVITIES		
Item	**Factor Loading**	**Mean Score**
Factor 1: Evangelism/Discipleship		
b. Engage in discipling individuals	.766	3.390
f. Engage in training groups to disciple	.752	2.859
g. Actively speak to others about your faith and seek to lead them to Christ	.716	3.484
a. Organize and direct an evangelistic visit. program	.707	2.836
Grand Mean 3.142		
Factor 2: Leadership in Missions		
d. Direct preparation for church missions conference	.824	2.573
c. Direct work of church missions board/committee	.814	3.105
e. Correspond with church's missionaries	.665	2.424
Grand Mean		2.701

INVOLVEMENT: WORSHIP ACTIVITIES

Item	Factor Loading	Mean Score
Factor 1: General Worship Functions		
e. Plan for proclaiming the Word in worship	.688	4.517
d. Plan services to focus upon the majesty of God and stewardship of self in worship	.882	3.730
a. Engage in preparation to lead in worship through prayer, hymns, stewardship, etc.	.652	4.224
f. Engage in leading worship in the church	.592	4.161
Grand Mean		4.184
Factor 2: Educating in Worship		
h. Involve other persons in leading worhip	.882	3.730
g. Lead in educating persons to gain the most from the worship experience	.533	3.341
Grand Mean		3.536
Factor 3: Specific Worship Functions		
j. Lead worship services in institutions, such as jails or nursing homes	.767	2.477
i. Administer ordinances/sacraments of the church, such as baptism, Lord's supper/Eucharist	.563	4.108
c. Plan hymns and choir selections for worship	.551	3.340
b. Plan prayers for use in the worship service	.471	2.825
Grand Mean		3.188

INVOLVEMENT: EDUCATION ACTIVITIES

Item	Factor Loading	Mean Score
Factor 1: Teaching Classes		
e. Teach a Sunday school class	.765	3.439
d. Teach short-term courses of study	.755	3.754
m. Prepare for teaching ministries by study in the biblical text or other materials	.568	4.007
Grand Mean		3.733

Factor 2: Discipleship for Specific Ministries		
i. Train deacons/elders for their ministries	.748	3.467
j. Train trustees for their ministry	.715	2.459
f. Teach a class for prospective/new members	.601	3.661
l. Teach new converts	.600	3.203
Grand Mean		3.198
Factor 3: Organizing and Administering Educational Functions		
a. Evaluate and plan the church's educational curric.	.827	3.028
c. Develop and/or order church educ. curric. materials	.743	2.214
b. Lead the church in devel. a philosophy of CE	.720	3.076
k. Train Sunday school teachers for their ministry	.603	2.472
h. Recruit staff for educational programs	.577	2.596
Grand Mean		2.677
Factor 4: Support Ministries		
o. Prepare transpanencies or other visual materials for educational programs	.823	2.517
n. Set up and run projectors, video, etc. for educational program	.790	2.406
g. Serve as director of Vacation Bible School	.545	1.678
Grand Mean		2.200

INVOLVEMENT: ADMINISTRATION ACTIVITIES

Item	Factor Loading	Mean Score
Factor 1: Pastoral Duties		
l. Attend meetings of boards and committees	.828	4.115
o. Perform weddings, baptisms, funerals, etc	.567	3.993
Grand Mean		4.054
Factor 2: Motivational Activities		
p. Lead the church in devel. a philosophy of ministry	.847	3.653
e. Lead the church in a study of its mission/goals/ objectives	.731	3.660
q. Encourages fellowship activities	.601	3.826
Grand Mean		3.713

Factor 3: Administrative Details		
j. Do secretarial work	.830	2.092
i. Operate duplicating equipment and projectors	.778	2.503
m. Direct work of professional staff	.556	3.167
Grand Mean		2.587
Factor 4: Church Financial Operations		
c. Manage church finances	.820	2.285
n. Prepare and oversee the church budget	.767	2.735
f. Serve as chur. purchasing agent and/or bus. manager	.625	2.007
Grand Mean		2.342

INVOLVEMENT: INFORMATIONAL ACTIVITIES

Item	Factor Loading	Mean Score
Factor 1: Church Publicity		
b. Handle publicity for revivals and other spec. act.	.786	2.909
a. Serve as writer/editor-church publications	.771	2.920
c. Prepare brochures about church life and activities	.707	3.052
d. Keep people informed about church activities	.556	3.847
Grand Mean		3.182
Factor 2: Support Services		
h. Run duplicating equipment, i.e. bulletins	.784	2.000
g. Prepare and/or write church bulletin	.747	3.512
e. Plan for the use of church bulletin boards	.629	2.336
f. Promote enthusiasm for church activities	.442	3.937
Grand Mean		2.946

INVOLVEMENT: PERSONAL DEVELOPMENT ACTIVITIES

Item	Factor Loading	Mean Score
Factor 1: Continuing Education		
j. Engage in professional reading in theology, church growth, evangelism, etc.	.808	3.777
i. Engage in professional reading for sermon prepar.	.789	3.993
h. Engage in personal leisure reading	.518	3.297
d. Continue personal education through formal and informal programs of study	.455	3.585
Grand Mean		3.663
Factor 2: Pastoral Study and Prayer		
b. Engage in personal Bible study	.817	4.066
c. Engage in intensive exegetical study of Scripture	.710	3.634
a. Engage in prayer-personal/church concerns	.691	4.039
k. Uses original languages in personal Bible study	.562	2.267
Grand Mean		3.502
Factor 3: Personal Growth Activities		
g. Attend denominational conferences	.615	3.601
f. Attend professional conferences	.788	3.348
e. Engage in personal recreational activities	.544	3.348
Grand Mean		3.352

APPENDIX F

MEAN DIFFERENCE BETWEEN PERCEIVED INVOLVEMENT AND PREPARATION MINISTERIAL INVOLVEMENT

Factor/Category		Mean Difference
Factor 1/VI:	Pastoral Duties	-1.195
Factor 2/VII:	Church Publicity	-1.162
Factor 3/VI:	Motivational Activities	-1.086
Factor 4/IV:	General Worship Functions	-1.085
Factor 5/VII:	Support Services	-1.064
Factor 6/IV:	Educating in Worship	-1.036
Factor 7/VIII:	Personal Growth Activities	- .914
Factor 8/VI:	Administrative Details	- .752
Factor 9/IV:	Specific Worship Functions	- .697
Factor 10/V:	Discipleship for Specific Ministries	- .675
Factor 11/III:	Evangelism/Discipleship	- .614
Factor 12/III:	Leadership in Missions	- .579
Factor 13/VI:	Church Financial Operations	- .496
Factor 14/I:	Visitation Counseling	- .493
Factor 15/I:	Spiritual Direction Counseling	- .459
Factor 16/VIII:	Continuing Education	- .456
Factor 17/II:	Preaching Preparation	- .368
Factor 18/I:	Counseling for Specialized Needs	- .307
Factor 19/V:	Teaching Classes	- .270
Factor 20/V:	Support Ministries	- .201
Factor 21/VIII:	Pastoral Study and Prayer	- .086
Factor 22/V:	Organizing and Administering Educational Functions	+ .078
Factor 23/II:	Use of Exegetical Training	+ .590